

# **Progress Monitoring**

## The What

Progress monitoring is a set of assessment procedures for determining the extent to which students are benefiting from classroom instruction and for monitoring effectiveness of the curriculum. For students who are not responsive to classroom instruction, alternative interventions can be provided and again the students' response to that instruction can be monitored. Progress monitoring is a valid and efficient tool for gauging the effectiveness of instruction, determining whether instructional modifications are necessary, and providing important information for educational decisions.

## The How

- Frequent and repeated data collection (no less than 2-3 times a week) and analysis of student performance
- Data is collected during intervention and provides basis for intervention effectiveness

## Basis Principles

- Progress monitoring is an essential aspect of the intervention phase.
- Decision making in regards to the effectiveness of an intervention is based on analysis of progress monitoring data in relation to the goal.

## Why

- There is no guarantee that interventions will be successful, thus the intervention must be "tested" to evaluate effectiveness.
- Pre/post testing has been shown to be unreliable (small amount of data) and provides too little data to allow for instructional decision-making. Progress Monitoring allows for evaluation of level of performance and rate of learning.
- Research has shown that progress monitoring is associated with improved educational outcomes.

## Essential Components

- Essential components that must be in place for successful progress monitoring
  - A well-defined target behavior
  - A measurement strategy
  - Identification of student's current level of performance (baseline)
  - Intervention
  - Goal
  - Graph
  - Decision-making plan

## Steps

- Defined Target Behavior
  - Target behavior must be observable, measurable, and specific.
  - Focus on enabling skills (for example, phonemic awareness, alphabetic understanding, fluency and accuracy, vocabulary, comprehension, etc.)
- Identify a Measurement Strategy
  - Frequent and repeated collection of data
  - Time and cost efficient
  - Sensitive to changes over short periods of time
- Obtain a Current Level of Performance
  - Gathered prior to intervention
  - Repeatable
  - Provides comparison for progress data
  - Helps set goal
- Identify an Intervention
  - Match the intervention to the problem
  - Intervention should be developed with the expectation that it will be altered in some way as a result of the progress monitoring data
  - No intervention works all of the time for every student
- Establish a Goal
  - Standard against which progress can be compared
  - Allows for aimline to be established
  - Procedure
    - Winter Norm minus Fall Norm or Spring Norm minus Winter Norm, divided by number of weeks between norming projects (10 weeks)
    - Gives you a growth expectancy for each week of school year.
    - Allows for obtaining student's baseline then monitoring progress while comparing to growth expectancy.
- Create a Graph
  - Visual depiction of the student's performance data, relative to the goal and aimline.
  - Includes baseline data, goal, aimline, and progress monitoring data
  - A visual representation of student's acquisition of skills and allows for easier analysis of progress.
  - Research has shown the charting also facilitates positive student outcomes.

- Identify a Decision Making Plan
  - Facilitates interpretation of data
  - Should include:
    - Rule for raising performance goal – 6/4 consecutive data points above the aimline
    - Rule for altering the intervention due to lack of progress –3 /4 consecutive data points below the aimline
  - If the decision is to adjust an intervention, small changes or refinements are recommended before major changes.
  - Changes should be substantial enough that it has a possibility to result in improved student performance.
  - If making an adjustment, do not make two at the same time. It may result in the team being unable to determine what caused increased student performance.
  - As student performance approaches goal, team must decide:
    - Raise the goal
    - Begin work on another target behavior
    - Discontinue PSM process
    - If in level IV, consider discontinuation of EC services
  
- Chart
  - Write the prediction/goal statement
  - Depict baseline data collection phase on the chart, indicate the median score, identify with a heavy dark line
  - Depict the goal at the end of the anticipated intervention phase
  - Depict the aimline by connecting the baseline median with the goal, this gives you expected rate of progress